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ABSTRACT

A study investigated the attitudes toward language learning held by early secondary school students (ages 11-13) on the island of Saint Lucia who are studying French and Spanish simultaneously, as required in the first two years of secondary school. Subjects were students at two schools, and included 121 boys and 72 girls. The survey consisted of demographic data and 47 questions about language learning, framed in a Likert scale. Data were compared with those from a similar study of students in the United States. In general, St. Lucia students had more strongly held beliefs than U.S. students, viewing languages as a serious academic subject and expecting to learn to speak a second language well. Differences between groups were found on many questions. Some differences were found between the two St. Lucia school populations, attributed to some degree to the type of schooling offered in the two institutions or the different student populations. Implications for curriculum development in the St. Lucia context are discussed. The questionnaire is appended. Contains 24 references. (MSE)

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BELIEFS ABOUT EARLY LANGUAGE LEARNING:

ST. LUCIAN BEGINNING STUDENTS OF FRENCH AND SPANISH

Patricia S. Kuntz

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Abstract

This paper investigates the beliefs about language learning held by first-semester, Form I students enrolled in both French and Spanish in St. Lucia. Based in part upon the research design and instrument of Elaine Horwitz (University of Texas-Austin), this paper includes the results from a similar study conducted by Mantle-Bromley of middle school students in Kansas. This research identifies the most strongly rated beliefs of St. Lucian students, the significant different beliefs for students at two St. Lucian schools, and the underlying structure of beliefs for students in St. Lucia. Findings of this study provide strong evidence that, in the case of this sample, students of both French and Spanish do hold beliefs concerning foreign language learning different from those of students in the U.S. A result that suggests an important influence of society and culture on the manifestation of beliefs of foreign language learning.

BELIEFS ABOUT EARLY LANGUAGE LEARNING:
ST. LUCIAN BEGINNING STUDENTS OF FRENCH AND SPANISH

French and Spanish are commonly taught at the middle or lower secondary schools in the United States and St. Lucia (a windward island of the Caribbean Basin). Although educators (Garcia et al., 1995; Met, 1994; Nerenz, 1990; Raven & Wilson, 1993) in these countries may have similar instructional goals, their students may not. Beliefs that form student goals may differ by level of instruction, school population, and nationality. Consequently, students' set of beliefs about language learning may influence the efficiency and effectiveness of their acquisition of French and Spanish or any other languages as pre-adolescent students.

The purpose of this paper is to identify and to analyze beliefs about language learning held by first-year lower secondary students (ages 11 to 13) of French and Spanish in St. Lucia.[1] By comparing different samples (N=193), the present author evaluates possible influences of age, culture, and society on the beliefs held by students. The instrument for this research was expanded from the Horwitz's (1988) *Beliefs about Language Learning Inventory* (BALLI) and is identified as the *Kuntz-Rifkin Instrument* (KRI). (Appendix A - Survey) The research addressed the following questions:

1. What are the strongly rated statements about foreign language learning for beginning students who are studying French and Spanish?

2. Which responses from students of Castries Comprehensive High School and of the St. Mary's College are significantly different?

3. What is the underlying belief structure of beginning students of French and Spanish in St. Lucia?

The article describes belief theory and previous research in student beliefs about foreign language learning, summarizes the language situation in St. Lucia, outlines the method of research, discusses the results, and ends with implications.

Beliefs and Language Acquisition Literature

"Beliefs" are defined in this study as notions about language learning (the personalization of impressions) that students have acquired before receiving instruction from contact with language speakers or from society. Such beliefs reflect confidence in students' ability to learn a language and the procedures necessary to acquire fluency in a language.

In the past, foreign language researchers (Campbell et al. 1993; Horwitz 1988; Mantle-Bromley 1995; Tumposky 1991) identified beliefs about language learning held by students of French and Spanish. Their results suggest that such assumed beliefs may be erroneous or even detrimental to learning (Horwitz 1988). However, in the previous studies, these researchers did not examine the significant differences among statements nor the underlying belief structure reported by their sample. Therefore, identifying student beliefs may enable teachers to devise learning strategies that support or correct beliefs and improve student proficiency.

Often textbook authors make curriculum decisions on the assumption that they and students share the same beliefs about foreign language learning. The textbook author's preconceptions may inhibit teachers' receptivity to the needs and beliefs of students (Lutz 1990; Yorio 1986). Ironically, although students

are the targeted purchasers of textbooks, they are probably the least understood component in the design of language programs (Heilenman 1991).

Language Use in St. Lucia

The history of language instruction in St. Lucia contrasts with what is found in the U.S. The beliefs about language learning by pre-adolescent students of French and Spanish may have been influenced by their country's history, national politics, and home usage. Originally, St. Lucia was inhabited by Arwak and Carib (Elbow, 1991) prior to the arrival of the Spanish, French, British, and West Africans. Unlike other nations in the Caribbean, St. Lucians experienced 14 shifts of French and British colonial power between 1642 to 1814. Nevertheless, following the last British claim for rule, the St. Lucian elites continued to use French as the language of the church, law, communication, and entertainment (Lieberman, 1974) until the governor general in the 1840s encouraged a wider use of English. Consequently, most inhabitants and students are bilingual--speaking English as the official language in school and Kweyol (a French-based creole or patois) as the local language at home (Folk Research Center, 1981; Louisy, 1986).[2]

Upon independence in 1979, the St. Lucian parliament made educational changes impacting on language instruction. It placed all schools under the jurisdiction of the Ministry of Education which adhered to a centralized model of administration (Gachet, 1975).[3] At that time, English continued to be the medium of

instruction even though some rural primary students had limited English proficiency (Burda, 1996; Isaac, 1986; Lieberman, 1974; Winch, 1993). The St. Lucian parliament also recommended instruction of Spanish along with French. The close economic and political interaction among countries of the Caribbean Basin necessitated St. Lucians to have proficiency not only in French but also in Spanish.

In St. Lucia, foreign language instruction begins in the secondary schools for all students.[4] Following a pass on the "Common Entrance Exam," students (about 40%) continue their education in one of 14 secondary schools (Albertin, 1993; Office of the Registrar, 1995). At this point, the curriculum requires that all Form I (U.S. grade 7) and Form II (U.S. grade 8) students study French and Spanish simultaneously.[5] The students' class schedule generally alternates language instruction by days or by time of day. Following this two-year sequence, students may elect to continue one or both of the foreign languages.

In this pilot study, the two schools located in the capital represent different constituencies and philosophies of education.[6] Built in 1974 by Canadians, Castries Comprehensive High School educates both boys and girls in academic and vocational subjects. It draws students from rural and urban communities. In contrast, St Mary's College, built by the Roman Catholic Diocese in 1919, was the first secondary school in St. Lucia. Although it is now a public institution, the clergy continue to participate in the administration of this all boys school. The administrators and

teachers of this school are proud of the fact that two graduates later received Nobel Prizes -- Sir Arthur Lewis (economics) and Derek Walcott (literature).

Method

The survey was designed to identify beliefs and belief structures. In addition to demographic statements, the KRI survey contained 47 statements framed in a Likert 5-scale, closed-ended format. This scale measures the strength of student agreement with each statement. For purposes of data analysis, a student's choice is equated to numbers as follows:

(a) strongly agree	=	1
(b) agree	=	2
(c) neutral (neither agree nor disagree)	=	3
(d) disagree	=	4
(e) strongly disagree	=	5

Sampling comprised 193 first-year students enrolled in French and Spanish at two secondary schools: Castries Comprehensive High School (94) and at St. Mary's College (99) in Castries, St. Lucia. The students had completed one semester of study. Because of the nature of the school enrollments, the sample comprised 121 boys and 72 girls. Students were between 11 and 13 years of age.

Statistical analyses comprised both descriptive and inferential ones. The descriptive analyses (frequencies and percentages) matched the procedures done by Mantle-Bromley (1995) with data from middle school students in the U.S. In addition, this study analyzed significant differences by analysis of variance (ANOVA) for these students in St. Lucia's two schools. The large sample size and the use of a Likert scale format justified this

procedure. To group statements for underlying structure, factor analyses were performed. All data were analyzed for significance at alpha level of (α) = 0.05.

Results and Discussion

These results from St. Lucian students (reliability α = 0.74) demonstrate some differences between the students of French and Spanish in St. Lucia and those in the U.S. (Mantle-Bromley, 1995).

1. WHAT ARE THE STRONGLY RATED STATEMENTS ABOUT FOREIGN LANGUAGE LEARNING FOR BEGINNING STUDENTS WHO ARE STUDYING FRENCH AND SPANISH?

To answer this question, the responses designated "strongly agree" and "agree" are labeled AGREEMENT and those responses designated as "strongly disagree" and "disagree" are labeled DISAGREEMENT. The statements are listed in descending order of percentages greater than 50 to show commonalities (Table 1).

Agreement. Students of St. Lucia showed strong agreement with 19 statements (Table 1). However, among them, U.S. students reported stong agreement with only six statements. The St. Lucian students reported their strongest agreement with statement (17) "It is important to repeat and practice" followed by (3) "Some FLs are easier to learn than others." In contrast, this order of statements was reversed for U.S. students. In response to (17), St. Lucian students seem to recognize that "time on task" is critical for learning. This high level of agreement may suggest the need for instructors to continue to use strategies from the

audio-lingual method that concentrated on oral repetition, pattern practices, and extensive drilling.

Statement (3) suggests that St. Lucians consider different levels of difficulty exist between French and Spanish. Since their study of French and Spanish follows their study of English, they have had a language-learning experience. Indeed, some similarities between languages may make learning easy while differences or non-existent features may make learning harder.

Since the surveyed schools have a compulsory language requirement, St. Lucian and U.S. students may believe that (34) "Everyone can learn to speak a FL." This result may be seen as support for language requirements which specify that every student should be exposed to a foreign language.

In addition, the amounts of percentages between the St. Lucian and U.S. agreement responses differed. Perhaps since St. Lucian students study both languages for two years, they view foreign language as a serious, academic subject as indicated by a lower percentage of agreement than do their U.S. peers for (25) "Learning a FL is different from learning other school subjects." This two-year requirement, in contrast to the U.S. nine-week program, may contribute to the stronger agreement of St. Lucians than that reported by U.S. students for (6) "I believe that I will ultimately learn to speak this language very well." Many U.S. middle schools offer only Foreign Language Exploratory (FLEX) programs that require four to nine weeks of instruction for each language and often a limited amount of homework (Curtain & Pesola, 1994).

These students differed in their response for nine other statements. For instance, responses for statement (11) "It is better to learn FL in the FL country" yielded an important difference. St. Lucian students agreed with this statement in contrast to the U.S. students (33%). Overseas travel is common for St. Lucians under school auspices or with families unlike for the landlock Kansas students. Also, responses for statement (19) "Mistakes are hard to rid later" demonstrated a different view concerning error correction -- one most likely reflecting the practice of the instructors (Walz, 1982). St. Lucian students showed greater agreement for frequent error correction than did the young U.S. students (42%) and adult students (Horwitz, 1988; Kuntz, 1996).

The St. Lucian students reported agreement on six statements not included in the survey of young U.S. students. St. Lucians indicated for statement (14) "If someone spent one hour a day learning a language, how long would it take to become fluent?" that they would need about five years to learn a language while the U.S. students reported a period of time less than two years. Due to the location of St. Lucia, the St. Lucian students may recognize that they have opportunities to speak French and Spanish as employees in the tourist industry and agricultural entrepreneurs. Therefore, they agree with statement (23) "If I get to speak this language very well, I will have many opportunities to use it." An interdependent world requires proficiency in multiple languages.

Table 1 Statements for Students of French and Spanish in St. Lucia and Kansas

Country	S A I N T L U C I A			U.S.A.
Location	Total	Castries	St.Mary's	Kansas
Sample size	N=193	n=93	n=99	N=94
	AGREEMENT			
17-Important to repeat & practice	97%	98%	97%	80%
3-Some FLs easier to learn than others	96%	96%	97%	85%
34-Everyone can learn to speak FL	73%	67%	79%	65%
6-I will learn FL very well	70%	74%	66%	51%
25-Learning FL differs from other subjects	68%	68%	74%	83%
	***			
19-Mistakes are hard to rid later	72%	76%	69%	
11-Better to learn FL in country	66%	54%	68%	
1-Child learn FL better than adults	64%	62%	62%	
20-Learning FL is learning grammar	62%	64%	60%	
12-Would speak language to person	57%	52%	61%	
7-Speak with excellent accent	55%	51%	59%	
16-Learning FL is learning vocabulary	54%	52%	57%	
18-Feel self-conscious speaking FL	55%		59%	
14-What time would it take to learn FL				69%
	===			
23-Speaking well will bring opportunities	84%	82%	86%	nd
46-Plan to travel to country where FL spoken	69%	70%	68%	nd
39-FL will be helpful professionally	69%	62%	76%	nd
31-Learn FL to know its speakers better	61%	56%	65%	nd
21-Practice in Lang. Lab necessary	60%	61%	58%	nd
42-FL is requirement for graduation	56%	51%	62%	nd
	DISAGREEMENT			
29-People good in math/science not in FL	70%	75%	66%	64%
22-Women better FL learners than men	61%	51%	70%	54%
	***			
9-Do not speak until correct	65%	73%	57%	
8-Know foreign culture to speak FL	62%	61%	62%	
13-Guessing is OK	57%	53%	61%	

Location	Total	Castries	St.Mary's	Kansas
28-Easier to read/write than speak/listen	51%		51%	
	===			
41-Interested in pol/econ systems of country	64%	69%	60%	nd
5-FL structured in same way as English	61%	62%	59%	nd
38-Distant ancestors who spoke this language	60%	53%	67%	nd

KS - middle schools near Kansas City (U.S.A): Mantle-Bromley
STL- Castries Comprehensive High School & St. Mary's College, St. Lucia: Kuntz
nd - no data collected
Bold = significantly different statements for students of Castries and St. Mary's

Disagreement. St. Lucian students reported strong disagreement for nine statements. Among these statements, the U.S. students showed disagreement for only two of them: (22) "Women are better than men at learning FLs" and (29) "People who are good at math and science are not good at learning FLs." Perhaps these students, regardless of age or nationality, may observe no gender preference in language learning. Although the learning styles may be different between men and women, the end goal is achievable by both genders. And they may perceive some relationship between learning strategies for science and math and strategies for learning rules of grammar, phonology, and spelling.

Several statements showed disagreement only from St. Lucian students. For instance, they disagreed with (13) "It's okay to guess if you don't now a word in the FL" unlike responses from U.S. adults (Horwitz, 1988; Kuntz, 1996). Likewise, St. Lucian students reported disagreement for statement (8) "It is necessary to know the foreign culture in order to speak the FL." Traditionally, culture has not been a component of foreign language instruction. Therefore, St. Lucian students may not feel a need to seek cultural knowledge through their language courses. Furthermore, students can travel 20 to 30 miles to a country where French or Spanish is spoken and see the culture first hand. In addition, the French or Spanish Caribbean culture for which St. Lucians appear to be most interested may be similar to their own. Consequently, their teachers may feel that it is unnecessary to allocate time to "cultural" activities. St. Lucian teachers follow a national

curriculum and one textbook which does not stress culture.[7] In contrast, U.S. teachers have consciously included cultural content representing several countries into lessons.

2. WHICH RESPONSES FROM STUDENTS OF CASTRIES COMPREHENSIVE HIGH SCHOOL AND OF THE ST. MARY'S COLLEGE ARE SIGNIFICANTLY DIFFERENT?

Results from the ANOVA measure showed five statements with significant differences between students of Castries Comprehensive High School (Castries) and of St. Mary's College (St. Mary's) (Table 2). These responses may reflect the type of schooling that the students are receiving or the socio-economic status of the student population. For instance, responses of students at St. Mary's, in contrast to those of students at Castries, indicated greater concern for achievement as seen in statement (9) "You shouldn't say anything in the FL until you can say it correctly" and for subject differences (25) "Learning a FL is different from learning other school subjects." Some rural students who attend St. Mary's obtain fellowships to finance tuition and housing. The competition for admission to St. Mary's may lead students to believe that accurate, near-native pronunciation is critical for securing high grades and maintaining their academic status.

This situation may contribute to the difference in response for statement (43) "This FL is necessary for a fellowship." In addition to retaining a position at St. Mary's, perhaps these students also may believe that foreign language competency is a

fellowship selection criterion to attend Sir Arthur Lewis Community College or other tertiary institutions overseas.

The amount of time (14) for a learner to become fluent in a foreign language also differed between the schools. Students at St. Mary's indicated a period of five years would be needed in contrast to the Castries students' response of three years.

Actually, the St. Mary's time estimate is more than what most programs require to complete a language requirement. The foreign language tradition at St. Mary's may encourage students to continue language instruction for several additional years. This result may support career goals in business and government.

In contrast, the Castries' results may suggest differences in definition of "fluency" and a reaction to the two-year language requirement for graduation. It is possible that students as Castries have career goals that do not require superior language proficiency. Their unrealistic expectation like that held by U.S. peers may be due to a lack of understanding regarding the complexity of the learning process in acquiring a foreign language. Such an expectation may also explain why some students become frustrated when they do not experience quick or easy acquisition of a foreign language. To reduce student frustrations at not quickly achieving a specific level of mastery in a language, teachers may need to articulate the types of communication possible at each stage of study. They may also need to set reachable course goals in line with government guidelines which describe the development

of language ability as a series of stages to be attained over a period of time.

The response concerning the sex of the student being better in foreign language learning (22) "Women are better than men at learning FLs" appeared to be dependent on the sex of the respondents. Perhaps, because of their lack of contact with girls in language classes, the boys' from St. Mary's disagreed more strongly with the statement than the mixed students from Castries. Also, St. Mary's have a very positive attitude about educational achievement. The 72 responses from girls compared to the 22 responses from boys skewed the Castries' responses in favor of girls being better learners. These female students may believe on the basis of observation that a greater number of girls continue language instruction than do boys. Therefore, girls are better language learners.

Table 2 Significant Differences for Castries and St. Mary's

School Languages Sample Size	Castries FS n=94	St. Mary's FS n=99
		AGREE
9-Do not speak until correct	3.97	3.34
25-Learning FL differs from other subjects	2.44	2.09
43-This FL is necessary for fellowship	2.93	2.37
	AGREE	
14-Time it takes to learn a FL	2.63	3.06
22-Women learn a FL better than men	3.50	4.04

$p < 0.05$

3. WHAT IS THE UNDERLYING BELIEF STRUCTURE OF BEGINNING STUDENTS OF FRENCH AND SPANISH IN ST. LUCIA?

The analyses indicated that there was a different composition of statements by corresponding factors for students of Castries and of St Mary's. The principal components, used to determine variance present, were different. For instance, data from Castries showed 16 components while data from St. Mary's showed 18 components. A second procedure, factor analysis, isolated the common variances among statements and then grouped the statements by strength of their correlations. (Appendix B) This particular analysis may explain the underlying differences between student beliefs and goals of foreign language programs.

To better describe the results, the author assigned labels to each factor to describe the commonality of the new groups. Again the underlying belief structure for students at Castries differed from that of St. Mary's (Table 3). St. Mary's included language for making cultural connections through personal contacts and travel while Castries focused on the economic benefits of knowing a foreign language. Linguistic features (vocabulary and grammar) for learning a language were important for students at both schools probably since these features appear on the exit exam.[8] In addition, neither of the St. Lucian structures agree with the one Mantle-Bromley (1995) used to describe her results (Appendix B).

Table 3 Descriptors of Factors 1-5 for French/Spanish at Castries and St. Mary's (loadings > |.500|) and Themes for Kansas

Castries Comp. HS	St Mary's College	Kansas Schools
Future use of language	Speakers of language	Language learning difficulty
Instructional components	Difficulty of subject	Foreign language aptitude
Reading/writing	Reading/cultural importance	Nature of language learning
Linguistic components	Linguistic components	Learning & communication strategies
Cultural connection	Language skills	

Implications

On the basis of this survey, a comparison of results by nationality yields responses that are common to pre-adolescent students and those that are different.[9]

Five statements appear to comprise a set of universal beliefs which teachers in St. Lucia and the U.S. may wish to discuss with students and on which teachers may collaborate to develop materials and to improve the instruction of learning strategies:

Agreement

3. Some FLs are easier to learn than others
6. I will learn to speak this FL very well
17. It is important to repeat and practice
34. Everyone can learn to speak a FL

Disagreement

29. People good in math/science not good in FLs

Agreement on these statements suggests that the culture, nationality, materials, teacher methodology, or program curricula do not influence student beliefs. At this age, agreement on these statements may represent typical beliefs of students from St. Lucia and the United States. These results may point to fundamental needs and goals that teachers, curriculum planners, textbook

writers, and administrators may wish to address. These results also imply that teachers in St. Lucia and the U.S. may be able to collaborate concerning these beliefs in developing foreign language programs for lower secondary or middle school students and pursuing further research. Up to now secondary-level teachers of French and Spanish rarely share ideas and materials across national boundaries. These commonalities provide potential for exchanges of students and teachers both physically and electronically distance conferencing, listservs, and WEB sites.

Differences among responses from St. Lucian students appear minimal. For instance only two statements receive consensus responses from one of the schools (18) "I feel self-conscious speaking the FL in front of other people" and (28) "It is easier to read and write this language than to speak and understand it." Although 17 other statements do not receive a consensus from either group of students or school, none of them differ significantly. This information indicates that students vary in their responses. Such results may place great demands on teachers to determine which beliefs need addressing first and through which type of activity.

Limitations

Several limitations in this study need mentioning. First, by combining languages, the sample is not homogenous resulting in an expected lower reliability. Second, although students study both languages simultaneously, the language class in which students responded to the survey may influence their responses. Third, students at this age level particularly in St. Lucia are not

accustomed to giving their views either in a survey format. Moreover, the U.S. standard of English used on the survey may not contain the spelling and expressions familiar to students for whom English is a second language. The imballance of the sexes in St. Lucia sample may have skewed the results. Finally, knowledge of the socio-economic status of the student could have provided additional insights into goals and aspirations.

Conclusion

With this sample of St. Lucian students of French and Spanish, this pilot study demonstrates that differences exist in students' beliefs and structure of beliefs. In addition, the results appear to show that St. Lucian students may hold some beliefs similar to those of U.S. students of similar age. However, these findings suggest that age may not be as important a variable influencing students beliefs as is cultural context or socio-economic experience.

When administrators, teachers, and publishers listen to students, it is clear that students have many beliefs and that they long for their beliefs to become part of the course curriculum. Instructors, authors, and administrators need a knowledge of student beliefs in order to address them in textbooks and classroom instruction. These issues are important for language instruction in St. Lucia as in the United States.[10] Increasingly, the multicultural composition of first-year classes may require a totally different type of syllabus from the ones presently followed. Since students filter their learning through their own

subjectivities (schema), their socialization, and their education in their first language, instructors and curriculum coordinators in both countries may need to rethink the canons of first-year language instruction, such as the course content, to focus on the beliefs about learning.

Notes

1. The author collected the data during January, 1996 as part of the University of Wisconsin, Department of Educational Administration course "Seminar in Educational Administration - St. Lucia." Professor B. Dean Bowles (Wisconsin) directed the program.

2. The Folklore Research Center has recently hired Michael Gaspard to promote the instruction of Kweyol at the primary level. He is collaborating with creole instructors in Haiti, Guadeloupe, and Martinique. Each October communities celebrate Kweyol language and culture. Dictionaries and textbooks are available through the efforts of linguists at Sir Arthur Lewis Community College and the Catholic Church.

3. The Ministry of Education and Social Services oversee about 25% of the national budget. The St. Lucians have free and compulsory education for primary education and free education through age 15. The 14 secondary schools now serve students from 67 primary schools. In addition to Sir Arthur Lewis Community College, adults can study at 11 English literacy centers. The literacy rate for adults is 80%.

4. Students who wish to continue studying French or Spanish can enroll in courses at the Sir Arthur Lewis Community College (est. 1985) or arrange private lessons through the Alliance Française or the Venezuelan Embassy in Castries.

5. Unlike in the United States which divides students into three levels of instruction (elementary, middle school/junior high school, senior/high school), St. Lucia has a two level division which is similar to the junior/senior high school arrangement but located in one building. This study looks a first years students at the equivalent of junior high.

6. Interviews with Jeremy Joseph (Principal and French Instructor, Castries Comprehensive High School), and Rowan Seon (Vice Principal, St. Mary's College) January, 1996.

7. Interview with Michelle Louis, instructor of French and Spanish at St. Joseph's College (sister school of St. Mary's College), Bertalia Jean-Baptiste (CAMDU), and two groups (first and third year) female students at Castries Comprehensive High School January, 1996.

8. Interview with Dr. Michael Louis, Chief Education Officer - Ministry of Education (January, 1996).

9. An ANOVA was not performed to determine significant differences between responses from students in St. Lucia and U.S.A. (Kansas). Raw data from Mantle-Bromley's study (1995) were

not available. However, the author assumes that significant differences do exist.

10. Interview in January, 1996 with Dr. Pearlette Louisy (Principal, Sir Arthur Lewis Community College), Sonia Severin (Sir Arthur Lewis Community College), and Martha Isaac (Sir Arthur Lewis Community College).

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Appendix A

BELIEFS ABOUT LANGUAGE LEARNING (KRI)
Data in Percentages

	(1) Strongly agree	(2) Agree	(3) Neutral	(4) Disagree	(5) Strongly disagree
1. It is easier for children than adults to learn a foreign language.					
C =	22	39	21	13	4
M =	30	36	12	19	3
K =	20	30	30	10	9
2. Some people are born with a special ability which helps them learn a foreign language.					
C =	16	23	15	23	22
M =	10	33	15	22	19
K =	14	27	32	16	12
3. Some languages are easier to learn than others.					
C =	69	27	1	2	1
M =	60	37	2	0	1
K =	46	39	8	3	3
4. The language I am trying to learn is:	Very Diff	Diff	Neutral	Easy	Very Easy
C =	6	9	59	22	4
M =	4	7	57	21	11
K =	3/3	27/11	54/63	12/16	1/7
5. The language I am trying to learn is structured in the same way as English.					
C =	8	19	12	35	27
M =	7	18	15	40	19
6. I believe that I will ultimately learn to speak this language very well.					
C =	44	30	16	5	4
M =	32	34	23	7	4
K =	21	30	31	12	5
7. It is important to speak a foreign language with an excellent accent.					
C =	21	30	21	20	8
M =	30	28	11	21	9
K =	12	19	34	26	9
8. It is necessary to know the foreign culture in order to speak the foreign language.					
C =	6	15	17	33	29
M =	9	18	10	33	30
K =	11	19	35	24	12
9. You should not say anything in the foreign language until you can say it correctly.					
C =	5	14	8	25	48
M =	16	16	11	30	26
K =	6	17	29	28	20

10. It is easier for someone who already speaks a foreign language to learn another one.

C =	11	15	28	25	21
M =	11	24	25	23	18
K =	9	29	35	13	14

11. It is better to learn a foreign language in the foreign country.

C =	36	28	12	17	7
M =	39	29	11	16	5
K =	15	18	34	21	12

12. If I heard someone speaking the language I am trying to learn, I would go up to them so that I could practice speaking the language.

C =	26	26	22	16	10
M =	32	29	21	13	5
K =	5	20	40	22	14

13. It is okay to guess if you do not know a word in the foreign language.

C =	7	27	14	29	24
M =	5	19	14	32	30
K =	10	21	29	24	15

14. If someone spent one hour a day learning a language, how long would it take him/her to become fluent?

	< yr	1-2 yrs	3-5 yrs	5-10 yrs	>> 10 yrs
C =	17	30	36	7	10
M =	11	27	26	15	20
K =	30	39	18	6	5

15. I have a foreign language aptitude.

C =	9	40	29	16	7
M =	13	28	29	18	12
K =	6	20	45	22	7

16. Learning a foreign language mostly a matter of learning many new vocabulary words.

C =	25	28	18	16	14
M =	16	40	20	16	7
K =	14	30	29	18	8

17. It is important to repeat and practice often.

C =	82	15	0	1	1
M =	86	11	1	1	1
K =	45	35	15	5	0

18. I feel self-conscious speaking the foreign language in front of other people.

C =	24	26	16	24	11
M =	12	47	20	12	8
K =	8	29	38	16	8

19. If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on.

C =	60	16	9	2	14
M =	44	24	4	13	14
K =	15	27	30	21	7

20. Learning a foreign language is mostly a matter of learning a many of grammar rules.

C =	29	35	17	15	4
M =	30	30	22	14	4
K =	9	19	41	21	11

21. It is important to practice in the language laboratory.

C =	33	28	18	12	9
M =	24	34	27	11	4

22. Women are better than men at learning foreign languages.

C =	16	5	28	15	36
M =	8	5	17	14	56
K =	4	5	37	20	34

23. If I speak this language very well, I will have many opportunities to use it.

C =	56	26	10	6	2
M =	60	26	8	5	1

24. It is easier to speak than understand a foreign language.

C =	19	25	17	19	20
M =	20	25	26	24	6
K =	11	26	38	17	8

25. Learning a foreign language is different from learning other school subjects.

C =	27	35	14	17	7
M =	35	39	15	5	6
K =	19	43	24	11	3

26. Learning a foreign language is mostly a matter of translating from English.

C =	17	25	23	31	4
M =	27	29	17	21	6
K =	6	28	42	16	8

27. If I learn to speak this language very well it will help me get a good job.

C =	17	30	29	18	5
M =	32	25	24	11	7

28. It is easier to read and write this language than to speak and understand it.

C =	11	20	19	26	25
M =	13	25	11	32	19
K =	5	14	36	27	16

29. People who are good at math and science are not good at learning foreign languages.

C =	9	5	11	27	48
M =	5	6	23	33	32
K =	2	5	22	27	37

30. St. Lucians think that it is important to speak a foreign language.

C =	17	25	33	17	9
M =	13	40	34	10	3

31. I would like to learn this language so that I can get to know its speakers better.

C =	25	32	27	11	6
M =	26	38	20	9	6

32. People who speak more than one language well are very intelligent.

C =	20	23	22	26	10
M =	25	32	19	19	6
K =	6	25	36	19	13

33. St. Lucians (Americans) are good at learning foreign languages.

C =	8	19	56	10	8
M =	12	21	54	9	3
K =	1	17	65	11	4

34. Everyone can learn to speak a foreign language.

C =	38	29	16	11	6
M =	42	37	14	3	3
K =	30	35	22	7	4

***

35. In order to read something in a foreign language, you have to know all the words.

C =	16	27	12	32	13
M =	27	24	11	29	8

36. In order to listen to something in a foreign language, you have to know all the words.

C =	15	23	16	31	15
M =	20	22	16	30	11

37. It is easier to read and understand (listen) in this language than it is to speak and write in it.

C =	20	33	19	14	14
M =	19	31	19	18	12

I am interested in studying this language....

38. because I have distant ancestors who spoke this language.

C =	12	15	20	30	23
M =	9	15	9	39	27

39. because it will be helpful to me professionally.

C =	34	28	19	11	8
M =	38	38	15	7	2

40. because I am interested in the culture of the people(s) who speak this language.

C =	13	28	15	34	10
M =	9	35	29	19	7

41. because I am interested in the politics and/or economics of the country (countries) where this language is spoken.

C =	6	10	15	39	30
M =	8	13	19	31	28

42. because I need to fulfill a foreign language requirement for graduation.

C =	23	28	19	16	14
M =	30	31	18	10	10

43. to qualify for a fellowship or some kind of funding for my education.

C =	14	25	27	21	13
M =	24	36	22	12	5

44. because I have friends or relatives who speak it.

C =	29	22	8	28	13
M =	9	35	14	30	11

45. because the quality of instruction in this language is excellent.

C =	10	24	36	22	10
M =	7	27	33	26	7

46. because I plan to travel to a country where this language is spoken.

C =	37	33	17	9	4
M =	31	36	14	12	6

47. My most important goal in studying this language is to develop the ability to:

	read/write	informal	formal	superior	native
C =	10	23	20	32	16
M =	8	19	37	19	16

C = Castries Comprehensive High School (St. Lucia)
M = St. Mary's College (St. Lucia)
K = Kansas middle schools (U.S.A.) [BALLI #1-34/not #5, 21, 23, 27, 30, 31]

Appendix B

Factors 1-5 for Castries and St. Mary's
loadings > |.400|)

	Themes Kansas n=94	Factors 1-5 Castries n=94		Factors 1-5 St. Mary's n=99	
Factor 1	3	27	.750	4	.775
Theme 1: Difficulty	4	39	.722	38	.659
of Language	6	46	.665	29	.467
Learning	14	23	.565	1	-.401
	24	32	.495		
	28	44	.476		
Factor 2	1	42	.762	19	.808
Theme 2: Foreign	2	6	.729	25	.642
Language Aptitude	10	45	.657	46	-.644
	15	15	.533		
	22	41	.445		
	29	4	-.498		
	32				
	33				
	34				
Factor 3	7	35*	.822	8	.809
Theme 4: Learning	9	36	.772	35*	.754
& Communication	12			18	.574
Strategies	13				
	17				
	18				
	19				
Factor 4	8	26	.724	20*	.803
Theme 3: Nature	11	16*	.623	16*	.719
of Language	16*	20*	.485	36	.423
	20*	18	-.470		
	25	19	-.497		
	26	22	-.648		
Factor 5		11	.763	40*	.706
		38	.716	37	.697
		9	.471	47	-.739
		40*	.408		

* = statement same factor

Appendix C

Statements Showing No Response > 50%

Responses for these statements show marked variability. Researchers may need to design further studies to examine these issues with this age-group of students.

St. Lucian and USA Results
(34 statements)

2. Some people are born with a special ability which helps them learn a FL.
10. It is easier for someone who already speaks a FL to learn another one.
15. I have a FL aptitude.
16. Learning FL is mostly a matter of learning a lot of new vocabulary words.
24. It is easier to speak than understand a FL.
26. Learning a FL is mostly a matter of translating from English.
32. People who speak more than one language are very intelligent.

St. Lucian Results Only
(47 statements)

27. If I learn to speak this language well, it will help get good job.
30. St. Lucians think it is important to speak FL.
35. In order to read something in FL, you have to know all the words.
36. In order to listen to something in FL, you have to know all the words.
37. It is easier to read and understand (listen) in this language than it is to speak and write in it.
40. I am interested in the culture of people who speak this language.
43. This FL is necessary to qualify for a fellowship or some kind of funding for my education.
44. I have friends and relatives who speak this language.
45. The quality of instruction of this language is excellent.
47. My most important goal in studying this language is to develop the ability to....